



North Somercotes Church of England Primary School
ENGLISH – Long Term Plan – Reception



RECEPTION	Autumn 1 <i>A Great Big Cuddle</i> by Michael Rosen and Chris Riddell	Autumn 2 <i>Naughty Bus</i> by Jan and Jerry Oke	Spring 1 <i>Bedtime for Monsters</i> by Ed Vere	Spring 2 I will not ever NEVER eat a tomato! By Lauren Child Emily Brown and The Thing By Cressida Cowell	Summer 1 <i>No Dinner! The Story of the Old Woman and the Pumpkin</i> by Jessica Souhami	Summer 2 <i>Surprising Sharks</i> by Nicola Davies and James Croft
Quote	<i>“Be yourself, everyone else is taken” – Oscar Wilde</i>	<i>“A journey of a thousand miles begins with a single step” – Lao Tzu</i>	<i>“Time has a wonderful way of showing us what really matters” – Margaret Peters</i>		<i>“You can give without loving, but you cannot love without giving” – Amy Carmichael</i>	<i>“Be the change you wish to see in the world” – Mahatma Gandhi</i>
Shine a Light Person	Pablo Picasso	Yuri Gagarin and Laika	Mary Anning		Mahatma Gandhi	Jane Goodall
Literary Form	Poetry	Carefully crafted picture book	Picture book with repetitive refrain	Building reading stamina	Traditional tale	Non-fiction
Memorable Experience	Visit to the Jungle Zoo/ Farm	Trip to the woods	Fire Engine in school	Celebratory Lunch at the Oriental Express	Traditional tale party	Visit to Skegness Aquarium
Phonics and Early Reading: Experience, Knowledge, Skills and Strategies (Follow Monster Phonics Progression Map)	Rhythm, rhyme, body percussion and voice sounds Word and language play Matching aural patterns like rhyming pairs to visual patterns by onset and rime Neo-language – reading pseudo words in context Performance reading Reading own poetry	Nursery rhymes: <i>Hickory Dickory Dock</i> Playing with sounds Body percussion and instrumental sounds Book-based game	Soundscaping with untuned instruments and voice sounds Teaching the Basic Code and Consonant clusters in context Developing fluency through repetitive refrain Lifting meaning through performance reading Developing inference Reading illustration	Voice sounds – emotional expression Developing fluency through high frequency words Developing inference Reading illustration Reading own writing	Environmental sound discrimination Teaching the Basic Code in context Opportunity for Complex Code: /er/ Developing fluency through repetitive refrain Developing inference Reading illustration	Alliteration using names Related songs about fish Words as tags – matching text and illustration Reading own writing
	Following the Monster Phonics Progression Map					
CLL Communication and Language (40-60+ months)	<ul style="list-style-type: none">Listening attentively in a range of situations; to stories, accurately anticipating key events and responding to what they hear with relevant comments, questions or actions; giving their attention to what others say and responding appropriately, while engaged in another activity.Answering ‘how’ and ‘why’ questions about their experiences and in response to stories or events.Expressing themselves effectively, showing awareness of listeners’ needs; using past, present and future forms accurately when talking about events that have happened or are to happen in the future.					Termly Focus Objectives Autumn Spring Summer

Make your light shine so others will see the good that you do”



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PSED Jigsaw Theme	Being Me	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Physical Development	Children might incorporate simple sequences of dance movements into performance readings	Action songs Riding balance and pedal bikes Travelling using body Unwrapping, washing and rescuing Naughty Bus Fixing and maintaining bikes and toy vehicles Constructing a cityscape	Re-enacting the monster’s journey – moving body through obstacles Making monster traps Creating own dough monster and storybox	Action songs Re-enacting Charlie’s culinary journeys Making healthy foods out of playdough Making fruit kebabs	Encourage the children to move like the animals in the story. Using appropriate apparatus encourage the children to explore actions the animals might do; climb, slide, jump	Investigating bicycles Catching fish and water play Action and finger rhymes Painting and sculpture Book Talk
Maths (White Rose)	Getting to know you Just like me!	It is me 1,2,3! Light & Dark	Alive in 5 Growing 6,7,8	Building 9 and 10 Consolidation	To 20 and Beyond First, then, now	Find my pattern On the move
MFL Spanish	Nursery Rhymes (E)	Nursery Rhymes (E)	Greetings (E)	Greetings (E)	Numbers 1-10 & Colours (E)	Numbers 1-10 & Colours (E)
RE LLAC	Our Special Places	Special Times for Me and Others	Our Beautiful World	Our Special Books	Our Special Things	My Friends
Computing (Purple Mash)	PSED	Communication and Language Expressive Arts	Understanding the World	Mathematics	Literacy	Physical Development
NS Curriculum Unit Plans	PSHE Unit 1 (1 week) Geography Unit 1 (2 weeks) Science Unit 1 (2 weeks) History Unit 1 (1 week) Art Unit 1 (1 week)	Science Unit 2 (2 weeks) History Unit 2 (2 weeks) Geography Unit 2 (1 week) DT Unit 1 (1 week) Music Unit 1(1 week)	History Unit 3 (2 weeks) Art Unit 2 (2 weeks) Computing Unit 1 (1 week)	Science Unit 3 (2 weeks) Geography Unit 3 (2 weeks) DT Unit 2 (2 weeks)	Geography Unit 4(2 weeks) Science Unit 4 (2 weeks) DT Unit 3 (2 weeks)	Science Unit 5 (1 week) PE Unit 1(1 week) History Unit 4 (2 weeks) PSHE Unit 2 (1 week) Art Unit 3 (2 weeks)

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